

# **Hemington Primary School**



## **Relationships and Sex Education Policy including Health Education 2023/2024**

## 1. Introduction

### Statutory Requirements

The Children and Social Work Act 2017 makes relationships education and health education statutory in all primary schools. The guidance will become mandatory in September 2021 but schools may start following this from 2019, if they feel ready. Expectations on Primary schools are as follows:

- Relationships education will become compulsory in all Primary Schools (or those pupils receiving primary education) – this includes academies, free schools and independent schools.
- Health education will become compulsory in all Primary and Secondary schools (or those pupils receiving primary or secondary education) - this includes all academies and free schools but not independent schools as PSHE is already statutory in these schools.

RSE supports us in our statutory duties in keeping children safe in education. RSE is part of the personal, social and health education (PSHE) Jigsaw curriculum in our school.

### Non-statutory requirements

- When we inform our pupils through sex education about sexual issues, we do this with regard to morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use sex education as a means of promoting any form of sexual orientation.

## 2. Aims and objectives

The purpose of statutory RSE and non-statutory Sex Education is to assist young people to prepare for adult life by supporting them through their physical, emotional and moral development. The programme is designed to help them to understand themselves, respect others and form and sustain healthy relationships.

The school publishes this policy as statutory requirement with the following aims:

- To offer a clear guide to parents, staff and visitors, defining RSE as a subject and explaining its delivery at school.
- To set out the curriculum requirements of RSE and explain what should be taught and when.
- To give information to parents and carers about their involvement with RSE.

We believe that RSE should contribute to the foundation of PSHE and Citizenship by ensuring that all children:

- Develop confidence in talking, listening and thinking about feelings and relationships.
- Are able to name parts of the body using the correct vocabulary and describe how their bodies work.
- Can protect themselves and ask for help and support.
- Are prepared for puberty.

The RSE teaching and learning programme will contribute to the school's overall aims by helping children to:

- Develop their full potential.
- Make decisions and understand their consequences.
- Have self-confidence and high self-esteem.
- Have respect for themselves and respect other members of society.
- Be able to make good relationships with other children and adults around them.
- Manage risk and develop protective behaviours.

More specific aims for RSE are:

- To offer a planned programme of education about human development, relationships, sexuality and family life which is developed in response to the age and maturity of the child.
- To encourage pupils to develop an understanding of risk and safety and provide them with the motivation and skills to keep themselves safe.
- To encourage pupils to recognise, prepare for and manage growth, development and change for themselves and those around them.
- To encourage an appreciation of the values of family life and to reinforce the role of parents/carers as a major influence on the growth and development of their children.
- To reflect on their emotions and relationships in an environment where they do not feel threatened.
- Be aware that changes of a physical, emotional and social nature at puberty are normal in both genders.
- Ensure they feel supported during these changes and have some skills to manage changing emotions confidently and sensitively.
- Develop decision making skills, through considering moral dilemmas and have opportunities for critical thinking.
- Recognise and challenge stereotypes for example in relation to gender/sexuality.
- Learn to make choices and understand they have rights, including the right to say “NO”.

In summary we will:

- Develop an inclusive anti bullying approach
- Know the children and their family backgrounds and embrace different families
- Address staff training needs
- Use Jigsaw materials which address and celebrate difference and ensure we are promoting an environment where all children and their families are welcome.

### 3. Content

The programme is planned according to the children’s age and their level of maturity including pupils with SEND needs. Relationships Education and RSE is also an important subject for some pupils; for example those with Social, Emotional and Mental Health needs or learning disabilities. These factors are taken into consideration when teaching these lessons. It is clearly linked to the PSHE and Citizenship policy, Science National Curriculum. The Christopher Winter Project and Jigsaw scheme of work is our main resources for teaching RSE.

#### National Curriculum: Science (statutory)

- The children will be taught in accordance with the National Curriculum as follows:

#### Foundation Stage

- Making relationships
- Self-confidence and self-awareness
- Managing feelings and behaviour

#### Key Stage 1

- Animals, including humans, move, feed, grow, use their senses and reproduce.
- Recognition and accurate naming of the main external parts of the human body
- Humans can produce offspring and these grow into adults.
- Recognition of the similarities and differences between oneself and others and the treatment of others with sensitivity.
- Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.

## Key Stage 2

- Life processes common to humans include nutrition, growth, and reproduction.
- The main stages of the human lifecycle and how humans develop to old age.
- Recognise that living things produce offspring of the same kind, but normally offspring vary and not identical to their parents.

## Definitions and content

Relationships and Sex Education (RSE) supports and guides children and young people in life-long learning about relationships, emotions and human biology of sex, sexuality and maintaining personal hygiene. In partnership with parents and carers, we help our pupils to understand and manage their physical and emotional development during adolescence and to prepare for the decisions to be made in adult life.

The Jigsaw PSHE is fully compliant with the DfE Statutory Relationships & Health Education Guidance. The attached document maps the guidance to Jigsaw PSHE 3-11 by Year Group and Puzzle (unit of work) showing the depth and breadth of the curriculum coverage across the school.

The RSE Jigsaw schemes of work puzzle pieces across all year groups are as follows:

- Being Me
- Celebrating differences
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me

## Jigsaw SRE Content

The grid below shows specific RSE learning intentions for each year group in the 'Changing Me' Puzzle.

<b>Year Group Piece Number/ Name</b>	<b>Learning Intentions</b>	<b>Pupils will be able to...</b>
<b>Reception</b>	<b>Piece 3 – Growing Up</b>	-Seek out others to share experiences. Show affection and concern for people who are special to them. -Explain own knowledge and understanding, and ask appropriate questions of others. Show sensitivity to others' needs and feelings.
<b>Year 1</b>	<b>Piece 4 Boys and Girls Bodies</b>	-Identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina. -Respect my body and understand which parts are private.
<b>Year 2</b>	<b>Piece 4 Boys and Girls Bodies</b>	-Recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private. -Tell you what I like/don't like about being a boy/girl

<p><b>Year 3</b></p>	<p><b>Piece 1 How Babies Grow</b></p> <p><b>Piece 2 Babies</b></p> <p><b>Piece 3 Outside Body Changes</b></p> <p><b>Piece 4 Inside Body Changes</b></p>	<p>-Understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby. -Express how I feel when I see babies or baby animals.</p> <p>-Understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow. -Express how I might feel if I had a new baby in my family.</p> <p>-Understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies. -Identify how boys' and girls' bodies change on the outside during this growing up process. -Recognise how I feel about these changes happening to me and know how to cope with those feelings.</p> <p>-Identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up. -Recognise how I feel about these changes happening to me and how to cope with these feelings.</p>
<p><b>Year 4</b></p>	<p><b>Piece 2 Having A Baby</b></p> <p><b>Piece 3 Girls and Puberty</b></p>	<p>Correctly label the internal and external parts of male and female bodies that are necessary for making a baby. -Understand that having a baby is a personal choice and express how I feel about having children when I am an adult.</p> <p>-Describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this. -Know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty.</p>
<p><b>Year 5</b></p>	<p><b>Piece 2 Puberty for Girls</b></p>	<p>-Explain how a girl's body changes during puberty and understand the importance of looking after</p>

	<p><b>Piece 3 Puberty for Boys and Girls</b></p> <p><b>Piece 4 Conception</b></p>	<p>myself physically and emotionally. Understand that puberty is a natural process that happens to everybody and that it will be OK for me.</p> <p>Describe how boys' and girls' bodies change during puberty. - Express how I feel about the changes that will happen to me during puberty.</p> <p>Understand that sexual intercourse can lead to conception and that is how babies are usually made. -Understand that sometimes people need IVF to help them have a baby. - Appreciate how amazing it is that human bodies can reproduce in these ways.</p>
Year 6	<p><b>Piece 2 Puberty</b></p> <p><b>Piece 3 Girl Talk/Boy Talk</b></p> <p><b>Piece 4 Babies – Conception to Birth</b></p> <p><b>Piece 5 Attraction</b></p>	<p>Explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally. -Express how I feel about the changes that will happen to me during puberty.</p> <p>Ask the questions I need answered about changes during puberty. - Reflect on how I feel about asking the questions and about the answers I receive.</p> <p>-Describe how a baby develops from conception through the nine months of pregnancy, and how it is born. -Recognise how I feel when I reflect on the development and birth of a baby.</p> <p>-Understand how being physically attracted to someone changes the nature of the relationship. - Express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this</p>

### Relationships Education

The focus of Relationships Education is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and adults. Our school follows the Jigsaw curriculum which covers **all** areas of the DfE RSE guidance that requires us to teach objectives under the following topics.

- Families and people who care for me
- Caring Friendships
- Respectful Relationships
- Online Relationships
- Being Safe

### Health Education

The focus of Health Education is on teaching the characteristics of good physical health and mental wellbeing. Elements of our Health Education are timetabled to compliment and support the teaching of RSE. Our school follows the Jigsaw curriculum which covers all areas of the DfE RSE guidance that requires us to teach objectives under the following topics.

- Mental Wellbeing
- Internet Safety and Harms
- Physical Health and Fitness
- Healthy Eating
- Drug, Alcohol and Tobacco
- Health and Prevention
- Basic First Aid
- The Changing Adolescent Body (Puberty)

### Sex Education

The DfE advise that all primary schools have a programme of Sex Education tailored to the age and physical and emotional maturity of the pupils. Our programme contains statutory elements of the Science curriculum.

### Sex education outside of science

Our programme also contains non-statutory content, which the school feels is age appropriate and does an important job of helping to answer some of the questions that pupils are asking as they come to the transition period between Primary and Secondary school.

The content in our school is as follows;

- How babies are made including sexual intercourse
- Masturbation and wet dreams
- Continue to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.
- Emotional, mental, sexual and reproductive health and wellbeing.

\*Above are the topics we are going to cover through our Sex Education lessons at the end of Year 6. Through these lesson discussions, teaching staff may need to respond to other areas of this curriculum that are not stated above. Teachers will use their professional judgement to decide on the duration/content of these discussions and if there are any further discussions needed they will refer further questioning to the parents/carers of that child/children.

### Rationale of Sex Education

- Forms the basis of safeguarding of all of our children.
- To prepare all of our children for the transition between KS2 and KS3.

- Allows children to understand how and why their bodies can begin to change within Upper Key Stage 2.
- Empowers children with the knowledge and confidence to make sensible informed choices as their bodies develop through puberty and into young adulthood.
- Provides children with the confidence to say no and to not feel pressured into participating in sexual acts.

Parents will be informed of when the above lessons are taking place in Year 6 through parents meeting prior to the delivery of the lessons and if they wish to withdraw procedures will be followed as set out in the role of the parents' section.

#### 4. Inclusive and accessible RSE

The school has duties, under the Equalities Act (2010), to ensure that it does not discriminate against people with protected characteristics. A whole school approach is taken to inclusivity and accessibility and care is taken to ensure that teaching meets the needs of all students. The school will:

- Respect that the school community includes people of different faiths, beliefs and cultural backgrounds.
- Acknowledge that pupils will grow up in many kinds of families including single parent families, LGBTQ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.
- Recognise that some staff or pupils may identify as LGBTQ.
- Take care that resources, books and displays represent all kinds of families.
- Take positive action to tackle bullying and discrimination.

At Hemington we ensure that:

- We create an environment that embraces difference, where all pupils, whatever their background or ability can flourish because all are treated with dignity and respect.
- Hemington's school culture ensures that all members of the school community whatever their background, disability, ethnicity, gender, identity, learning difficulty, nationality, religion or sexual orientation are welcomed and treated with dignity.
- This policy endeavours to be successful in preventing rather than reacting to incidences of prejudicial behaviour and we encourage pupils to take a lead in challenging prejudicial behaviours and language.

Particular care will be taken to ensure that RSE is accessible to pupils with special educational needs and disabilities. The SEND code of practise outlines the need for schools to prepare children for adulthood. These pupils can be more vulnerable to exploitation and bullying which means that sensitive and age appropriate relationships and health education is an essential part of their learning. We will ensure that our curriculum is accessible to all pupils by using differentiated resources, small group work or supporting pupils in class.

#### 5. The role of parents

The school is well aware that the primary role in children's sex education lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents of children at our school, through mutual understanding, trust and co-operation.



The school will consult with parents/carers and their views will be taken into consideration when planning and delivering RSE. Parents and carers will be kept informed about what is delivered and when, so they can support this at home.

Parents and carers are invited to a meeting ahead of non-statutory RSE teaching where they will be able to view resources, including any used for Sex Education taught outside of science.

From September 2021 parents and carers have the right to withdraw their child from Sex Education apart from science, as was the case before such time. From September 2021 parents do not have the right to withdraw their child from lessons on Relationships and Health Education or the science curriculum.

If a parent or carer wishes to withdraw their child from Sex Education we ask that they discuss it with their class teacher in the first instance, followed by the subject leads, and then a request for withdrawal should be put in writing using the form found on the school website and addressed to the head teacher.

Parents, carers and staff should be aware that pupils who are withdrawn from RSE will have questions about why this has happened. It should also be understood that pupils may ask their peers questions about the lesson content. Alternative work will be given to pupils who are withdrawn from Sex Education.

## 6. The role of other members of the community

- We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable support with our sex education programme although teachers are in charge of the programme and delivery of the lessons.

## 7. Confidentiality

- Teachers conduct sex education lessons in a sensitive manner, and in confidence. However, if a child makes a reference to being involved (or being likely to be involved) in sexual activity, then the teacher will take the reference seriously, and deal with it as a matter of child protection.
- Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. They will not try to investigate, but will immediately inform the Designated Member of Staff for child protection about their concerns. The head teacher will then deal with the matter in consultation with other professionals (see also our policy on Child Protection).

## 8. The role of the head teacher

- It is the responsibility of the head teacher to ensure that both staff and parents are informed about our sex education policy, and that the policy is implemented effectively. It is also the head teacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach about sex effectively, and handle any difficult issues with sensitivity.
- The head teacher liaises with external agencies regarding the school sex education programme, and ensures that all adults who work with our children on these issues are aware of the school policy, and work within its framework.

- The head teacher monitors this policy on a regular basis, and reports to governors, when requested, on the effectiveness of the policy.

## 9. Curriculum delivery, monitoring and evaluation

- The lead teacher for the delivery and monitoring of RSE is Lucy Timbrell
- The lead teacher works closely with colleagues in related curriculum areas to ensure Relationships Education, RSE and Health Education programmes complement, and do not duplicate, content covered in national curriculum subjects such as citizenship, science, computing and PE.
- The RSE curriculum is delivered by class teachers and support staff in Year groups rather than mixed year classes for all children including those with SEND.
- All staff have received training on how to deliver the planning and regular internal staff training.
- The RSE curriculum is delivered weekly during a timetabled lesson in all year groups across the school.
- Staff deliver high-levelled RSE lessons using the Jigsaw Mindfulness scheme of work.
- Non-statutory sex education is delivered in Year 6 by the RSE lead teacher.
- Sex education lessons are delivered during the summer term of each year and are not part of the school's RSE Jigsaw lessons.
- All RSE and sex education lessons are monitored by the lead teacher regularly through lesson observations, book trawls and curriculum monitoring by SLT.
- Evaluation of the RSE curriculum is completed by the lead teachers at the end of each term through internal staff inset and regular discussions on a weekly basis with member of staff and SLT.

## 10. Monitoring and review

- The governing body monitors the impact of our sex education policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification.
- The governing body gives serious consideration to any comments from parents about the sex education programme, and makes a record of all such comments.
- This policy will be reviewed every two years, or earlier if necessary

### *This policy should be read with reference to the following school policies and documents:*

1. RSE Jigsaw curriculum map
2. Department for Education RSE Guidance policy
3. Child protection policy
4. Curriculum policy
5. Equality Act 2010
6. Mental health and well-being policy
7. Equal opportunities policy
8. SMSC Policy
9. SEND policy
10. Children and social work act 2017

## Appendices

### Parental withdrawal monitoring form

To be completed by parents/carers		
Name of child	Class	
Name of parent/carer	Date	
Reason for withdrawing from sex education within relationships and sex education		
To be completed by parents/carers		
Any other information you would like the school to consider		
Parent/carer signature		

To be completed by the school	
Agreed actions from discussion with parents/carers	<u>List details of what was agreed at the meeting, include alternative arrangements for pupils being withdrawn.</u>
Head Teacher signature	

Reviewed and updated on  
To be reviewed on

Signed

Head Teacher

Governor